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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. IX.

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TEACHERS.—Much of the opposition to public schools grows out of the inefficient work done in the school room. Teachers are slow in comprehending this fact. Many of them teach in the same monotonous way from year to year. Their is nothing like improvement in their schools. They neither study educational works nor read educational journals. Their ideas of teaching are as crude as it is possible for them to be. Good teaching is an article of great value and of rare occurrence. It can not be obtained without study and effort. It is common for teachers to excuse themselves on the ground that they cannot afford to prepare themselves to do efficient work for the salary they receive. No teacher ought to offer his services when he knows that he is incompetent. We must set about procuring better teachers for the primary schools, especially.

We stop all papers when the time for which they have been paid for expires.

ALL matter for this journal must be in our hands by the 15th of the month previous to publication.

SAY some of the good things about this journal which you say to us, to your friends, and so get them to read it and circulate it—it will do good.



J. B. MERWIN EDITOR.

ST. LOUIS, MARCH, 1876.

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It is said by those best informed on the subject, that ten persons on an average, read every paper printed, before it is destroyed. Every new subscriber to this journal then reaches and influences for good ten other persons.

It ought not to takelong at this rate to interest the tax-payers and patrons of our schools in the great work which is being done to educate the people. Can there not be a few more who are now indifferent, reached by obtaining a few more subscribers. Try it.

We invite careful attention to the several articles published in this issue of the JOURNAL.

We do not of course endorse all that our contributors say—but the breadth, vigor and ability displayed in the presentation of topics discussed ought to command the attention of all engaged in, or who feel an interest in educating the masses.

If teachers and school officers will call the attention of their friends to the merits of this journal, as a practical help in the school room, and to the influence it will exert in creating a healthy interest among the patrons of the school, they will do a good thing for all concerned. The people need to be better posted on what our teachers and school officers are doing.

By reading this journal they will get just the information they need.

OUR advertisements are all of them worth reading, and when you write say where you saw the articles advertised.

JUDGE DUNNE, Chief Justice of Arizona, has been removed on account of his rabid and indiscreet opposition to the public schools of the territory, established by Governor Safford.

THE Commissioner of Education suggests that the agricultural colleges be made stations of signal service of the United States. The suggestion is a good one, and we hope it will be carried into effect.

DELAWARE has organized a State Teachers' Association.

EVERY effort should be made to give the school law a fair trial under the new constitution.

All legitimate sources of revenue should be carefully looked after, and then if it is insufficient we can easily show its defects.

The property of non-residents, of railroads, and of other corporations, should be made to pay its legitimate proportion of taxes, that there may be equity and justice done to all.

Will the school officers look after this matter in time, so that estimates made to sustain the schools, and pay the teachers, may be realized. In order to have good schools we must have good teachers, and to secure this teachers must be paid promptly and liberally.

—A Normal Institute will be held in each Congressional district in Missouri during the coming August. Places wishing these Institutes can address Supt. R. D. Shannon, Jefferson City.

—We return our special thanks for the many kind words of compliment regarding our February number. We labor hard to make each number better than any of its predecessors.

—One subscriber sent us during March, by each present subscriber, will be a very special favor, and largely increase the good influence of this paper. We want the JOURNAL read by every teacher.

—Special attention is called to the Official Department, The decisions are timely and important.

WILL THEY DO IT?

NO further argument is needed to show the lack of proper information on the part of the average member of the Legislature, than the proposed action of the General Assembly of Kansas in regard to her excellent Normal Schools.

People have been passing straight through Missouri for years and buying land in Kansas, and locating there, because of the superiority of the schools of that State over those in Missouri. Missouri has lost more than a million of intelligent, productive citizens, within ten years, because she is so far behind other States in her public school system, and now it is proposed by a number of the members of the Legislature of Kansas to strike a blow at the Normal Schools, which, if successful, will set back the cause of education in that State for a quarter of a century.

Will they do it? We don't believe they will.

The great and pressing need of our public school system in this as well as in other States, is better qualified teachers.

The press of Kansas complain that the teachers are incompetent. The politicians take up the cry of the press, and propose to remedy the evil. How? By abolishing the very instrumentalities which are most efficient in giving the State competent teachers—in destroying the Normal Schools.

The average member of the Legislature needs to be better posted. If our teachers would lay before him the facts and arguments published in the journals devoted to education, we should soon find a more liberal policy inaugurated, not only to maintain the public schools, but to render far more efficient and useful the several Normal Schools already established. We are sure better councils will prevail, and that no backward steps will be taken.

Let our teachers and school officers see to it that members of the Legislature are furnished the necessary data upon which to act intelligently. Will they do it?

EVERY teacher in the State should read this journal. Every county superintendent should work for it. Every director should have a copy. The people need light.

EFFICIENCY OF PUBLIC SCHOOLS.

BY J. S. CROSBY.

How may the efficiency of our public schools be increased?

BEFORE making the briefest criticism as to their efficiency, it will be necessary to form a definite conception of their true end and aim. It is by no means unusual for an institution or custom to come into existence and to continue for a long time, sustained and revered by the people, very few of whom have any intelligent appreciation of its origin and quite as few any good reason for its continuance. Nor is this general ignorance of the principle underlying it any argument against a custom. It is but an illustration of the process by which we have become acquainted with many general truths.

There is nothing more firmly fixed, or more sure to remain an ever present factor in the problem of American civilization and progress than the institution of free public schools. Nearly all classes, parties, and sects agree that they must be sustained. No man dare appear as a candidate for popular favor in any part of our country without declaring his friendliness to common schools. In view of this general conviction of the necessity, it might not seem the best use of time to enquire into the reason of their existence. As a client in court gladly listens to a favorable decision although the judge arrives at it by a false course of reasoning, so the fact that the people have decided to maintain free schools is so gratifying that one is tempted to refrain from scrutinizing very closely their motives in so doing.

But while the importance of this practical acknowledgment of the principle that the State should provide for the education of the people is in no danger of being overestimated, it by no means renders the reason a matter of little importance. Upon a correct understanding of it depends the whole question of what the schools shall be and do, and to it must we refer in all our plans for the improvement of the system. What question more pertinent to the efficiency of the schools than, What are they intended to effect? From an improper or imperfect idea of their true function arise nearly all the dangers which beset the system. As a resolution is often best defeated by an amendment, so the true ends of the schools are subverted by measures suggested by those who adopt this as the only means of accomplishing their purpose in a community almost unanimous in its desire for an effective school system, but having crude notions of what constitutes it; while from the same want of an intelligent grasp of true principles the best suggestions are disregarded and much needed improvements adopted but slowly.

An idea, the results of whose influence are anything but salutary, yet far too prevalent, is that the primary object of the public schools is

to train the young for what are termed the *practical* pursuits of life, that is, for business; that studies should be selected in view of what the majority of pupils will do in after life; school influences directed by the consideration of what sphere of action they are to occupy. In other words the State is called upon to make your son, and mine, and the sons of our neighbors, successful artisans, business and professional men.

If a number of citizens, a majority even, chose to unite for the purpose of giving their children these advantages, it might be commendable; still more so, should they feel disposed to extend them to the children of such as were not able to provide them, but little right would they have to compel another man to join them in the enterprise, or to call upon the State to assist them, unless it be true that the majority can do no wrong, and that might indeed makes right. As well might I call upon the State, my neighbors, or you, to set my son up in business as to pay for his preparation for it. The prevalence of this idea is to be lamented, not only on account of the false aims and methods to which it gives rise, but because it tends to introduce into our educational system the same soul-shriveling spirit which pervades our business and social life, the spirit of mammon worship, money being regarded as the index to business and professional success. What worthy enthusiasm can a teacher arouse in a class of students, what can he himself manifest, when he knows that each member of that class is anxiously looking forward for, and that his main object in attending school is to prepare for promotion from school to the position of bill clerk in some mercantile house, or errand boy in some railroad office? Not but that those positions are desirable and honorable, and that those who fill them should be educated, but that our system should be so weak and abortive as to let students go forth with the idea that there is anything more honorable or desirable than the possession of that intellectual manhood which it is the true function of public schools to develop.

The reason most often given for the obligation of the State to provide for the education of the people, is that it must do so in order to preserve its own existence. The stability of a government like ours depends upon the intelligence of the people, a matter which cannot be left to chance or uncertainty. This is indeed a sufficient reason for the obligation, but not the only one. It would not be true of all governments; what is patriotism here would be treason in some countries, the surest way to overthrow the existing form of government. Still, all governments are in duty bound to provide for and secure the education of the people. There are certain inalienable rights for the protection of which governments are instituted. What right more dear to man than liberty, freedom from that ignorance and superstition which goes so far to

defeat the very ends of his existence! And for the protection and security of what right is there more urgent necessity on the part of the State? The slightest neglect in this regard works the greatest wrong to the individual, for when he becomes old enough to be conscious of his right, and to enforce it for himself, the time has gone by when it were possible to enforce it. Shall the State with strong hand and jealous eye protect the aged man in the possession of paltry wealth which it has already assisted him in acquiring, and shall it neglect to secure the heaven descended inheritance of intelligence to the child who is so much more a citizen of the State as he has the prospect of longer life in it? But it matters not which of the two reasons be regarded as causing the obligation, the result will be the same as to the direct object for which the schools will be established and maintained, viz: to make intelligent citizens; to make men, thinkers. This is the primary function of our public schools, and although by taking the child under its control and to a certain extent preventing the parent from providing it, the State is incidentally under obligation not to neglect the so-called practical education; its main purpose is to make intelligent men. This it must do, and not leave the other undone. It is only with an eye single to this purpose that we can arrive at a correct estimate of the success of our schools, or be at all sure that changes suggested are calculated to increase their efficiency.

I shall enter upon no extended argument in proof of what I believe to be true, that our public school system is anything but efficient in the development of intelligent men and women. I refer to the primary and grammar schools. They constitute the bulk of the system; in their support is the greater part of the revenue expended; and to them is devoted the greater amount of time and talent; while many who profess to be the most earnest friends of popular education, the staunchest supporters of common schools, contend that the high school does not belong to the system at all, but is rather an attempt to over educate the masses. Leaving out of consideration, then, the high schools and State universities, which reach directly but few of the people, what are the schools doing to develop manhood and womanhood? And here we must not be deceived by the fact that there are in every community men and women of the highest intelligence who point to the common schools as the only ones they ever attended. They are generally persons possessed of an innate tendency to think and improve, who will avail themselves of advantages by which they are surrounded after leaving school, I had almost said in spite of school, and who would be equally intelligent in any equally cultivated community. The question is, What has the State accomplished in this regard by means of the schools more than would have been done without their aid? Comparatively

little, it seems to me, considering the money, time and labor expended. In proof of this it is sufficient to refer to the fact which must be regarded as the chief cause of the failure, viz: that the State has finished what it does towards the education of citizens by the time said citizens are twelve or at most fourteen years of age. The amount or value of an education, in the lowest sense of the word, that can be given an ordinary child before that age may be variously estimated; but to read, write and cipher; what superior intelligence does an elementary knowledge of these arts imply? One man comes to the ballot box, takes a ballot, reads the name upon it with an air of wisdom, and casts it, but, it may be, with little idea of the principles represented by the men whose names he has read. Another comes, takes his ballot from a friend, casts it without looking at it, for perhaps he cannot read. The one is really as intelligent a voter as the other, except that the first will labor under the disadvantage of thinking himself the better educated. I would as soon my son should not learn to read at all, as have him read what and as most men read. I would have him depend upon his friends for his calculations rather than have him learn arithmetic with the idea that the knowledge is to assist him in getting a living without work, or in keeping even with his fellows in sharp practice. And still all that can be done by our schools for the great mass of children before the age referred to may amount to nothing more. Yet it is expected that as by some miracle they will have developed that purpose and fixedness of character which shall result in good citizenship. As the twig is bent the tree's inclined; but it is the final bend that gives the tree its form. Children are sent out of school, as it is hoped, with a certain bent or inclination, but they are as yet but pliant twigs, liable and likely to be bent many times and in many directions before they take their final course, most characters, it is believed, being formed after the age of fourteen years. The theory of Rousseau, promulgated in his *Emile*, is doubtless familiar to many. This work, although containing much that looks better in theory than it would in practice, as is the case with the writings of enthusiastic reformers, carries much truth in the idea that no attempt at purely intellectual training should be made before the age of twelve years. Of course the age would vary with different individuals, but our present system of education has got through with most of the children before they are old enough to begin with. How do the great majority of public school teachers go forth like an unhappy people of old to make bricks without straw, aye, even without clay, for although we speak of the plastic mind, most of us have to do with what has not as yet that consistency which is susceptible of moulding, much less of drying and burning. Not only is the time spent

in the vain endeavor to educate that which can hardly be said to have an existence, in a great measure wasted, but there can be little doubt that great damage is done to mind and body by the unnatural process. Who that has spent weary hours endeavoring to lead the infant mind to the comprehension of some principle has failed to think how quickly it would grasp the thought a few years later; how that which is so dark would flash upon the maturer mind a thing of joy. While at the tender age when most are taught to believe they understand what it is impossible that they should, the process is anything but a joy to teacher and pupil. Is it said that this early discipline is necessary to the development of the youthful mind? Who that has taught in the high school or academy has failed to observe that the pupils coming from the less favored districts, young men and women who may have had a few weeks of indifferent instruction for a winter or two, but who had escaped in their childhood the six or seven grades enjoyed by the rest of the school, were often the most successful and satisfactory students? They might not at first make quite so good an appearance as those more accustomed to school, but when it came to the honest work of thinking, no falsely called habits of thought to overcome, but fresh, and for the first time really conscious of mental existence, they would revel in their new life, and in three or four years accomplish what had been done no better by the others in ten or twelve, with the advantage of having spent their earlier years laying the foundations of a healthy physique, free from the dwarfing effects of close rooms, unnatural positions, petulant teachers, and ineffectual attempts to be men before they were youth. How often have we seen one of these raw recruits grasp and intelligently explain some principle of which he had never before heard, while many who had had the rule upon their tongues for years would fail to comprehend the reason at all. The rule stands for and in the way of the principle in their minds.

Children are introduced to words, made to think they are ideas, and the wrong impression prevents mental advancement. All have at some time noticed the look of astonishment that comes over a pupil's face when he discovers that some rule or formula familiar in sound, has also a sense and inner import. It may be said that the fault is in the method of teaching. It will never be corrected until teachers have *mind* to deal with. It takes mind to grasp an idea. The child with hardly the elementary development of an intellect takes the arbitrary sign for the idea, and it takes him a long time to find out the mistake. The great majority never make the discovery at all, at least they never form the habit of looking for the reason of opinions and sentiments they come to hold, but go out into the world satisfied that they are educated

because they have been to school, looking with ineffable pity upon one who may never have learned to read the printed page but who may be immeasurably better educated than they in their lettered ignorance.

But if no injury were done by this early schooling, and it could be shown to be on the whole a benefit, it would still be no part of the State's duty to provide it, if its object in maintaining schools is to form character, to make citizens. As before hinted, to accomplish this, the proper influences must be brought to bear upon the individual at a time when there has been such a development of mental ability as to ensure some degree of identity between the pupil and the citizen he is to become. It is well known that the real disposition often fails to show itself until the approach of manhood. Many who are at first troublesome, unruly, the subjects of continual anxiety and regret to parents and teachers, seem to change with the approach of later youth, becoming noble, generous, the promoters of peace and good order. While on the other hand, the good *little* boy develops into the braggart and bully. In each case there is no true development of character, no manifestation of the real nature. The child is a little animal, full of animal propensities with no intellect to direct them. The first boy is of good metal, no coward, and the ordinary checks of infant vivacity are not sufficient to restrain his physical spontaneity, but as soon as his mind is mature enough to see the reasonableness of demands made upon him, he becomes self-governing. The other boy is of poorer stock. At first he is deterred from petty disobedience through physical fear, but as soon as his muscle has outgrown its weak and dependent condition and he no longer apprehends physical pain, he becomes unruly, not having the native intelligence to restrain himself. Such natures as the latter seldom become good citizens unless they are brought under some quickening influence and discipline after they have passed through the uncertain period of early childhood. Out of this too numerous class come the great body of bad citizens, and to their education should the State give special attention in a system which it institutes for the purpose of making good ones.

What might be done in this direction is suggested by the success attending efforts made in reform schools, fine characters being developed from those who had been considered incorrigible. And not only would the baser sort be saved, but those having right inclinations by nature would be encouraged and assisted to greater excellence had they but the proper attention at the right time.

HIGH SCHOOL, St. Joseph.

[Concluded in our next number.]

SEND us items of the progress of your schools, and we shall be glad to publish them. There is a vast amount being done in all the States, and yet there is room for more.

SCHOOL MANAGEMENT.

ANY teacher in any institution, that cannot arouse such a spirit of cheerful labor in a pupil as will overcome his natural laziness, his love of mischief, and his tendency to animal indulgence is, so far as that pupil is concerned, a failure; imparting weakness instead of strength, willful virulence instead of manly self-control in every sensual gratification. And any institution, I care not how many and how commodious its buildings, how able and celebrated its professors, I care not how extensive and well selected its libraries, how costly and well adapted its laboratories, how ample and well arranged its museums, how well stored and attractive its art galleries; I say any institution which cannot excite in any pupil, a spirit of earnest industry and enthusiastic endeavor in legitimate pursuits, that will displace his lazy, shirking habits and evil tendencies, is educating that pupil in vice instead of virtue, for future evil instead of good, and to be a curse rather than a blessing to himself and his kind. Such an institution and such a pupil ought to be separated; and the sooner the better. How many colleges or academies or normal schools act on this principle? *Holbrook.*

TEACHING GEOMETRY.

BY J. M. GREENWOOD.

Directions and Conditions.

1. The first condition is a well qualified teacher who understands the lesson, knows how to teach it, is not afraid to work, and to have the entire class work persistently and successfully.

2. A suitable text book, well filled with copious exercises at the close of each chapter or book, which are to be constructed and demonstrated by each pupil, is the second condition.

3. During the time allowed to geometry, the class ought to solve from 500 to 800 exercises.

4. The working tools required by the pupil for class work are, a good, substantial string, say thirty inches in length, a loop at one end and a knot at the other; a straight-edged ruler, properly graduated; plenty of crayon and blackboard surface. For work on paper, a set of "plotting instruments" is necessary. The true measure of the teacher is chalk and brains; or, if you please, brains and chalk, for they are inseparable.

5. For purposes of illustration and explanation models made of stiff pasteboard are better in some respects than those made of wood, besides their cost is trifling.

6. Half of each recitation should be devoted to the exercises. The propositions put into book, having the demonstrations annexed, are to be demonstrated by the entire class, which may be done in the following manner: A states the proposition, B explains the construction, C demonstrates the first step, D the second, and so on, thus holding the attention

of all, and by the skipping process the interest is intense.

The teacher who permits two or three pupils to demonstrate the propositions, and thus fails to make self-reliant geometers of the class, is a fraud as a teacher, and should be hustled out of the class room "without benefit of the clergy."

7. Pupils ought to be required to master the definitions as they occur in the text. A good definition clearly comprehended is the basis of close, accurate thought. The person well skilled in accurate definitions is doubly prepared for *iron ribbed logic*.

8. It requires from two to four hours to prepare a lesson in geometry including the exercises, and the pupil should not, except in rare cases, be permitted to study algebra and geometry at the same time.

9. The teacher who is hunting for an easy book adapted to the capacity of his class, ought to be hurled from the class room with a celerity that would do credit to the flight of a comet.

10. Every demonstration, statement of a principle, explanation of a construction should be stated in clear, chaste language.

11. No class going through the book, not constructing and demonstrating the theorems and solving the problems, understands the subject of geometry. They cannot apply what they have, neither can they use it to test original work. The teacher who instructs in this manner is a failure, and nearly all of the American text books are failures in this respect; however, there has been a wonderful change in this respect during the last ten years. Prof. Tappan (Ray's Geometry) broke the ice when that little book was issued. A shudder went up from some fossiliferous teachers. Also, Prof. Brooks gave us a real genuine little book, too; it is too short, however. Chauvenet stands at the head of American authors; he made a mistake in not inserting the appropriate exercises at the close of each book; his collection of exercises is admirable in the main. Prof. Venable is the author of an excellent treatise; the exercises are well classified, but his "hints" take off the fine edge of this valuable treatise. The pupils ought not to have access to the "hints." Prof. Olney is the author of a huge volume, but somehow he made the exercises entirely too easy.

Remark. I visited a school and heard a class recite in geometry (Chauvenet's). The class was almost through (?) the book. I asked the teacher how many exercises the class had constructed during the year. She answered, "Thirteen, all in book I." I fear there are too many "thirteen exercise" teachers in our country.

KANSAS CITY, MO.

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KNOWLEDGE AND CULTURE.

BY L. F. SOLDAN.

IN the process of learning there are two elements that need special consideration: the knowledge that is to be acquired, and the mind that is to acquire it. From their state of mutual independence the stores of knowledge and the soul of the learner are to be brought in contact with each other. The facts must be transformed into ideas and stored away in the young mind. Here the questions arise: what effect this contact will have on the facts of knowledge? what influence it exercises over the mind? If all knowledge allowed itself to be absorbed and assimilated in the same shape in which it exists in systems of science, if the vast number of facts, the long array of principles that dwell in the recesses of abstraction would willingly yield to the feeble young hand that timidly grasps at them; or, if, on the other hand, the young mind were willing or able to receive the concentrated theorems as they are extracted from a mass of details, there would be no difficulty in teaching anything to any mind. But, as it is, the plastic qualities of science and mind are very limited. Principles cannot be changed to accommodate the learner, as any such alteration would be a change from truth to falsehood; nor can we gift the child with a new mind to suit the scientific requirements of a study.

Rational instruction has to reconcile and cancel this apparent antithesis of science and mind. As long as both remain unmodified their contact is impossible. One of them must be made to yield. Both are pliable to a limited extent. Mind can be caused to remember things which it cannot grasp, and science can be stripped of its higher apparatus of abstraction and difficult data. By this, however, science loses its systematic completeness and what remains is knowledge pertaining to a science but no longer the science itself. Of these two ways the latter seems to be the better, in as much as it has always been followed in education even with those that forced the mind to work in an uncongenial manner.

The first truth that opens itself to us is, that science as such cannot be taught to the child, and hence we must be guided in the selection of subject matter by the mental and physical conditions of the pupil. So far the question was solved long ago. Careful selection and arrangement of the knowable no less practiced in teaching in antiquity than they are in our times. But beyond this the old school did not go in accommodation. Here was the knowledge which, according to the experience of ages, was well adapted to the capacity of the child, and hence he was made to acquire it. The object, the knowledge to be taught, was alone considered, and the interest of the learning subject was lost sight of in the general truism that education is good for the

child. But toward the end of the last century an educational reform followed upon the heels of a political one. In the French revolution subjective *individuality* freed itself from the oppressive fetters of objective *reality*, the State. In a similar way in education the right of the learning subject to have its interest regarded higher than those of the object, the knowledge, was asserted by Pestalozzi. The ultimate test of a finished education was to be not the number of facts known, but the effect it had on the growth and strength of the pupil's faculties. Before Pestalozzi, the work of the school was instruction; with him, instruction and education were considered the task of the school.

The imparting of information is of a double character: it is instructive and educative. It is instructive, as it supplies facts of knowledge to the mind; it may be made educative by giving exercise to the mental powers that are active in grasping and mastering it. The result of instruction is knowledge, that of education has been called culture, in contradistinction to the former.

It cannot be denied that knowledge is culture in itself, that even the most mechanical way of acquiring knowledge gives training or education to at least some faculty of the mind, and hence the ideas of knowledge and culture seem to pass over into each other dialectically. To acknowledge that even the simple retaining of knowledge gives *some* educative training, let us call it material culture, while we use the name formal culture for the training which the faculties receive by their activity, without regard to the kind or the content of the presented knowledge. While all instruction yields both material culture, that is knowledge, and formal culture, that is mental training, it must be conceded that it may be made to yield more of the one and less of the other. We can teach in such a way that the amount of formal culture or training gained by the pupil is insignificant. That this can be done is due to the peculiar retentive character of our memory. The road to memory leads not through reason; it is not a record of what we understand only, but it can retain the shadow of things whose substance never lived in our understanding. I repeat, the mind can be made to remember things which it cannot grasp.

If we speak of the culture or discipline which is to be the result of school instruction, we mean, whether instruction has been imparted in such a way that it has given to the pupil not only material but also the widest possible formal culture.

Much has been said about the relative merits of both without solving the difficulty that seems to be in the question, which is more important, formal or material culture? Before Pestalozzi, material culture, the remembering of facts, was the main object; with this educational reformer the opposite extreme gained the

ascendency. It became customary to speak of the formal side, the intellectual training, as of culture "par excellence," and to look with a kind of quiet contempt upon material culture, or fact knowledge. Memory seemed to be held at a discount, and was derided and sneered at as an indication of a weak intellect. Instruction became a kind of mental gymnastics and consisted of *energetic* and *intelligent practice* on the silliest fact material. A glance at some of the text books used in those schools is sufficient to show the correctness of my assertion. The great merit of P's reform consisted in that he recognized the importance of formal culture; his error in ignoring material culture too much. More recently this extreme of empty formalism has been discarded for a system that unites both. The perfect realization of extreme material culture would be the learned fool and that of extreme formal culture the shrewd ignoramus, hardly fit ideals for education.

The principal mistakes disclosed in the history of methods lie in the direction of the two extremes mentioned, showing how difficult it is to observe the golden middle way.

EDUCATION BY THE STATE.

[NO. 5.]

IT has been urged that since sound principles of political economy require an elaborate and extended division of labor, and since the welfare and maintenance of society, in its highest, best types, requires exclusive and distinct pursuits, professions or vocations, so there must needs be different classes of society, separated in the scale of dignity by gradations of high and low degree—an upper and lower tondom—that there must be "mud-sills" of society, as well as superstructure, polished pillars, architecture, entablature, cornice, roof, dome and pinnacle.

It is claimed that education creates a pride that is incompatible with manual labor and "drudgery;" that it infuses a spirit of vaulting ambition into the masses, which creates a contempt for physical labor, for agriculture and the mechanic too; thus deranging the whole order of nature and threatening the harmony and welfare of society. This view has been illustrated in this wise: young men go out as graduates from your high schools with inordinate self-esteem, with ridiculously inflated pride, with exaggerated ideas of their own importance, and with an ineradicable impression that manual labor is much beneath their dignity. They will not work, but wait for an "opening" to fame and fortune. The opening does not present itself: fame and fortune do not seek them, and plead for the honor of their condescending patronage. They wait, and lounge upon the street corners, and in the vicinity of dens of vice, till sheer necessity drives them to seek a livelihood "by their wits." Thus, false pride leads to idleness; idleness to penury and want;

these to vice, and vice to crime. Thus your high schools are feeders for your penitentiaries. A dark picture, truly; but lacking in the essential elements of the relation of *cause and effect*, of consistence, logical sequence and verity.

The foregoing is not a position assumed, for convenience of the argument in hand, to be taken by the opponents of high schools; but it is one of the commonest objections to free public education urged by those who feel themselves called upon to give reasons for their opposition. The objection has recently been stated to me. Indeed, I hear it so frequently that whenever I have occasion to discuss the subject with the enemies of public schools I anticipate, in expectation, its announcement. This explanation is by way of apology for the prominence I give to so great an absurdity.

But what are the weak points in the argument? First, the assumption that there is any *necessity* for a division of society upon a scale of dignity, graded, or determined, by pursuits or vocations is false. The fact that such divisions do exist is admitted; that they may be convenient to society is not material to the issue, and will not be denied. The question as to whether it is even desirable to remove these distinctions is wholly irrelevant to the present discussion. Certain associates may contribute to my pleasure or happiness, and others possess no such powers. Certain associations may be congenial to my tastes, and others not. I elect between them, with perfect propriety, and my choice injures no one, and offends no intelligent person. It offends the ignorant, frequently; hence the necessity for educating them. But that there exists a *necessity* for these conventional barriers, except upon the basis of the moral character and tendency of individuals and pursuits no man can prove. There are certain rational distinctions between classes—certain reasonable divisions or partitions in society—and there are certain ideas of respectability which are not only irrational and unreasonable, but also a reproach upon our claims to intelligence and common sense. The man who uses the strength of his hands is fully as respectable as he who uses the powers of his brain, for the same purpose: to achieve an honest livelihood. Any other view is the outgrowth of a maudlin, disgusting, sentimentality, that needs the purifying influence of education. These views find confirmation in the aphorisms and sententious phrases of the every day life of all civilized men: "you cannot judge by appearances," "a man's clothes are not the man," "a polished surface hides many a flaw," "honor and shame from no condition rise," etc.; and in the theories and principles underlying religion.

There is no legitimate place in society for *mud-sills*, in the opprobrious sense in which society uses that term; and the presence of such an element is always dangerous to society. But more upon this point further on. If

the figure of speech embodied in the expression is determined by its etymological signification, or, in other words, if "mud-sills" is intended to indicate those upon whose exertions the welfare of society depends, then all honorable men—all who are true to themselves and to natural, universal obligations—are mud-sills of society. The world is not benefitted by any other class; society has use for none others, they are a curse to it.

That education tends to debase manual labor is a most monstrous and groundless assumption. How does it operate to produce such a result? What is the rationale of the supposed process? Who has ever undertaken to explain? Is it not universally admitted—is it not self-evident—that the intelligent have a higher conception of duty than the stolid and ignorant? For this very reason a crime committed by one who has had the benefit of education is, by common consent, accorded greater enormity than the same crime committed by the uneducated. Our criminal judges recognize this fact and emphasize it when pronouncing sentence. The extent of sentence is confessedly measured, in numerous cases, by this consideration. Does it not follow that as the mind is developed the appreciation of the honor that attaches to the faithful performance of duty also enhances? Now, suppose all men were equally educated. A vast majority would still be compelled to follow physical pursuits. In this case would it be possible to make invidious distinctions between men on the basis of labor? Is it not apparent that it is *ignorance*, and not education, that debases labor? It is admitted that many who are educated are ashamed to labor, but it is denied that the cause assigned has anything to do in producing the result. In all such instances education has simply failed to remove the effects of bad home training (or its absence), and the inculcation of pernicious social heresies.

The argument is weak in that it is illogical. You can never reason from a particular premise to a universal conclusion. It does not follow that because one educated man, or a thousand, possesses great defects of character, all educated men will manifest the same or similar weaknesses. It by no means follows that education is the cause of these defects. If such reasoning be correct, then all religion must be decried because villains are detected within the pale of the church. If education is justly condemned because it fails sometimes to accomplish its ends, then it is a crime to enact and execute laws, because no laws have ever been able to prevent theft, rapine and murder.

The argument is weak in that, if it proves anything, it proves too much; proves more than its authors will ever admit. Hence, in advancing it, while denying or refusing to accept, its legitimate consequences they are inconsistent. It is clear that if education produces a certain result in a

given case, being always the same thing, it will invariably produce the same result. Therefore, for the good of society and the happiness of mankind, *no one should ever be educated*. Universal mental darkness, stupidity and ignorance would be a blessing and a guarantee of virtue. Who will accept this logical sequence?

Education with reference to the individual is the same as education with reference to the masses; and results differ not in kind but as to extent. Neither our high or other schools are the ministers of our penal institutions, nor the nurseries of crime. The reverse of the proposition is true. Education does tend to diminish crime, and this is one of the reasons why the State should encourage it.

It would afford the writer pleasure to examine in detail the old argument wherein cases of crime of great magnitude, perpetrated by the educated who moved in society's first circles, are contrasted with the lesser sins of the humbler walks of life; wherein the fact that education enables its possessor the more craftily to devise means of accomplishing crime, and of concealing it, or escaping detection, is given prominence. It would afford him pleasure to show that frequently in matters of State the educated villain would be powerless, but for the dull, stupid, credulous mass upon whom he depends, and uses, as the skillful mechanic uses his tools; and to suggest that he could not thus wield this mass if it were enlightened. I should delight to analyze, for the edification of the enemies of popular education, the spirit of communists, and the impulses controlling and maddening mobs. I should like to compare the effects, the total results, of leading individual crimes marring the world's history with the results of those popular outbursts and revolutions which were solely actuated by the folly and ignorance of the participants in them. But the patience of my readers would not permit it. Nor is it necessary.

It is "popular education"—meaning *education by the State*—to which objection is raised, and the objectors do not oppose education *per se*, or education *by some other means*. It will be remembered they state "each parent should educate his own children," or "the church should control in the education of the young," thereby admitting that education is desirable. But in casting about for the means of defending their position they find they must abandon it, or resort to the miserable subterfuge of denying (for the nonce) the beneficial tendency and effects of education. Hence, it is necessary, in order to route them completely, to drive them from every position in which they entrench themselves.

It is necessary to make conclusive, first, the effect of education upon the individual; then its effect upon the citizen, and the advantage thereof to the State. Yet when this is done, one link in the chain will still be

wanting to connect the State with an obligation (or duty) of educating her people.

R. D. SHANNON.

JEFFERSON CITY, 1876.

Hon. Henry C. Brokmeyer on the School Fund.

THE following correspondence will explain itself:

I

Col. H. C. Brockmeyer:

DEAR SIR—I am told that your speech on the school fund at Jefferson City before the State Teachers' Association a year ago has not been published.

Will it be asking too much to request an outline of the argument at that time. I heard the speech, but do not hold it in memory well enough to reproduce the points of it.

Yours truly,

II.

St. Louis, Feb., 1876.

DEAR SIR—Yours of late date came to hand. The speech you refer to was delivered without premeditation, except what was given to it on the trip from St. Louis to Jefferson City. It was therefore introduced with the illustration of unwinked wheat—of more bulk than value.

The first position assumed was that all accumulation, of whatever kind and character, in the possession of man constitutes the real school fund of the race. The opinion was expressed and illustrated that any portion of this accumulation, applied to any other use, to the detriment of educational interests, was a foolish misappropriation. The principle sought to be enforced, is the self-evident truth that material means will bring the largest economic return by being devoted to the increase of intellectual resources. The next point touched was the *cant* about "Godless Schools." The question was examined, why the public school should be called Godless. No ground was found for this assertion, except that they are priestless. But either this ground is wholly insufficient, or else it involves a conception of God entirely at variance with the Christian idea. If a school is Godless because it is priestless, then we shall have to entertain the idea that the priest carries God about with him from place to place, somewhat after the idea that the organ-grinder carries the monkey: a very good Italian conception, perhaps, but not quite up to the Christian conception of the omnipresence of God, nor to His who said that the sparrow could not fall from the roof without the will of Jehovah.

The next was a kindred *cant* about "Intelligence without Religion," and sincere regret was expressed that such an issue should be made. For if you assert evil of intelligence without religion, the temptation is great to inquire: how did the world fare when it was governed by religion without intelligence? Surely the retrospect cannot be pleasant either to those who seek to destroy intelligence by destroying the common school, in order that religion according to their notion may flourish, or to those who

desire that the old shall not pass away until the new has taken firm root. Either side to the controversy must dread an impartial investigation into the dark horrors of superstition, when religion, so called, reigned without intelligence.

It was next shown that it is logically impossible to educate a child in the public school without laying the foundation of all human excellence, whether moral, religious, economic, social or political. All human excellence depends upon intelligence and of this the *pure public, the common school, as such*—not the sectarian fountain of partisan strife, gall, poison and social pestilence, but the school that teaches *what is common to all culture*—lies at the foundation. The foundation, of course, is not the temple. To regard it as such would be a very serious mistake. But it is safe to assert that without this foundation the superstructure will warp and the edifice tumble to the ground. I speak not of the edifice of individual character and fortune, for this in a contingent world is extremely contingent; but I speak of the social and political structures and their foundations in the convictions of unbiased citizenship.

H. C. BROKMEYER.

THE SCHOOL LAW.

WE would suggest that some changes in our public school law are necessary, as growing out of defect shown by the mature experience of officers in administering the law in Tennessee, as follows:

1. No apportionment of the State school funds to be made by the State to any county failing to provide for a five months' school in each school district, until such provision shall be made for a sufficient county levy.

2. The school director shall have power to elect two commissioners who with the county Superintendent shall constitute the County Board of Education, of which the county Superintendent shall be chairman ex-officio.

3. It shall be the duty of the County Board to relieve the school directors from all duties except employing teachers. In addition to all other duties now performed by the school directors, the County Board shall select and purchase sites for school houses, receive teachers' reports, audit their account and all other accounts, and pay their salaries.

The committee on public schools, consisting of State Superintendent Leon Trousdale, Prof. S. Z. Sharp, Prof. E. B. Stearnes, Prof. James Comfort, Supt. H. M. Sherwood, reported the above to the State Teachers' Association.

On motion, the report was received and adopted as the sense of the Association.

These amendments to the school law meet our approval. We shall advocate them, too.

THE school that is frequently compelled to have its teachers changed is concededly in a condition of chronic decay.



J. B. MERWIN EDITOR.

ST. LOUIS, MARCH, 1876.

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SHELVED.

CUPBOARD, closet, pantry and store-room, contain many things that are shelved. Some are good for nothing, and kept only from a vague idea of the nine years' test—may yet serve some use.

Some are only broken, and can be mended—screwed or glued, patched or sewed.

Some are merely short of limbs or parts, waiting for the complement.

We beg to propose that a few old customs be shelved, perhaps forever:

1. "Crying for spilled milk," or, in more classical terms, never regret over incurable evils, or lost opportunities, or evident impossibilities. When a thing is unquestionably dead and gone, let it be buried, with or without tombstone, as you wish.

If the school trustees find that the six months ending March 1st, have not been employed to the best advantage, look ahead, and ensure better results for the months to come, in the matter of attendance, organization, collection of taxes, payment of salaries, and arousing of the public to duty.

If the saddest of all words are, "It might have been," yet the most sensible and manly words are, "To-morrow it shall be redeemed." It is said of some great generals, like Hannibal and Coligni, that they were most dangerous immediately after suffering defeat. "Now is the accepted time" for courage, diligence, and zeal. "The star of the unconquered will" never sets. Begin new enterprises.

2. Putting off to "a more convenient season." Order repairs to be promptly made, school furniture to be put in good order, necessary purchases to be made at once. Every school is a machine, and must be kept in good working order. Keep posted. If the teacher needs any aid, let him say so. If the trustee finds the teacher in dead earnest, and doing his very best, the trustee will be more disposed to co-operate day by day. Chronic evils are like chronic diseases of the body, better prevented than cured. Mark Twain's advice will never answer in educational mat-

tors, "Never do to-day what you can put off till the day after to-morrow." The Duke of Wellington said that the secret of many of his successes was that he opened fire ten minutes before the enemy were ready. Teacher, scholar, parent and trustee, all ought to run on time, like an efficient railroad man. Let all procrastination be shelved.

3. Wasting powder in blank cartridges. When you load, put in a ball cartridge, for it takes no more time. When you fire, make a centre shot, a "bull's eye," or the nearest you can. Shoot like the soldiers on Bunker Hill.

If it is building, build well, once for all. If it is buying articles for school use, get the best you can, for the best are ultimately the cheapest. If it is hiring a teacher, hire the best to be had, at whatever other sacrifice. A thorough, warm-hearted teacher will do more service in six months, than a slipshod, slack-twisted one possibly can in ten months or twenty, for the first will inspire the love of knowledge, and will train the pupils to right habits of study. That is the great object, for it leads to paramount and perpetual success.

In making changes of school officers or instructors, let the better ones be installed, and the poorer be shelved.

4. Keeping on a dead level, or running down hill.

Just as well is not enough. Make it better. Improvement is the watch word and countersign. Improve the routine, or, at least, the execution of the daily routine, in spirit and power. In fact, not to advance is to retreat, just as, on the current of the Mississippi, not to go up stream is to go down. The currents of public opinion are a vivid example of perpetual motion. Woe to that community, or society, or neighborhood, where a dead sea of stagnation lies in sluggish calm forever, "a cycle of Cathay." In matters external and internal, the wear and tear never ceases. Renewal must outdo decay and waste, or the result is worse than a stand-still; it is a loss. Fuel burns up. Paint wears off. Locks and hinges break or slip. Glass is very brittle. Books are easily soiled and damaged. No end of duty to keep things up to the standard, and to keep them improving rather than deteriorating.

So in the school room. Many tastes and temperaments mar. Old habits have to be changed. New motives are to be inspired and assiduously nursed into growth and vigor. Daily and hourly difficulties of study or conduct have to be met and solved by pupil and preceptor. Co-operation or collision of many forces is constant, yet the equilibrium must be securely maintained, as a locomotive has to under eye, ear and hand of the engineer, every minute of the trip.

The educators, of whatever rank, who will not, and those also who can not meet the demands of rational progress in this age and this country, need not wonder if they are, one by one, effectually shelved. If they can not run it properly, they will be run over by it, and then shelved forever.

THE Emperor of Japan has opened a Normal School for girls at Tokio.

AN HONEST AVOWAL.

WE call particular attention to the manly and straightforward editorial of Scribner's Magazine for February on the subject of the secularization of the public schools. The subject is one which has been long ago settled in the schools of Missouri, but which is still agitating the minds of thoughtful persons in many places. The editor of the magazine in question, Dr. J. G. Holland, is hardly one from whom we should have expected this bold acceptance of a conclusion so generally opposed by conscientious religious people. It is not much praise perhaps to say that a man is honest, and yet, after all, it is the greatest praise, and not to be despised.

Dr. Holland's religious views are well known. He stands rather on the conservative than on the radical side by nature, by habit and by position. It is no light thing for a man so well known as he to come boldly forward and acknowledge that the views which he has held for so long, and which it may not be too strong language to say, he was rather expected to hold, are entirely changed, and that he is unequivocally in favor of taking the Bible, as a regular reading book out of the public schools.

Such an avowal is not without its significance in other directions than that of its author alone. It shows very clearly the direction of the great currents of thought. But we call attention to it, as we said before, as a manly and honest avowal, and one which will be read with great interest by the hosts of friends and admirers that Dr. Holland has won all over the land by his writings and his lectures.

EQUAL WAGES.

WE see it stated in some of our exchanges that in Nashville, Tenn., and in California, the wages of the women employed in the schools have been made equal to those of the men. The notice referred to goes on to say: "This is as it should be." Now we trust that our general opinion on what is popularly called "The Woman Question" is so thoroughly known that we shall not be suspected of any unfairness when we say that there are two sides to the question of women as teachers, and that to-day we propose to say a few words on what may be perhaps considered now as the unpopular side.

In the merely mechanical branches in which women may be employed there is no question that for an equal amount of hand work, equally well done, a woman should have as much wages as a man. If a woman in a watch factory or in a printing office polishes as many screws or sets up as many letters, she ought to receive as much money at the end of her day's work. The amount of work in this case is easily calculated and it is a definite thing, visible to the eye.

But it is often forgotten that the work of the teacher is of quite a different and much more complicated and intangible kind. The public schools in our country are the educa-

tors of the whole people. They ought in almost every place to be the manufacturers of public sentiment and not merely its exponent. The work of the principal of any large school is by no means done when she has heard all the lessons for the day, or indeed when she has carefully supervised all her assistants, inspired the doubting, strengthened the feeble minded, and toned down the self-conceited. It is not done when she has made sure that all things are quietly and orderly progressing in the little world for whose well-being and progress she is responsible.

There are yet other things to do: In the first place it is to be remembered that the whole general spirit of any school, no matter how large, depends upon the general mental character of the principal, and upon her alone. If she comes into her school out of a narrow circle of thought, from a sphere shut off from the great general interests of the world she will inevitably make the whole school narrow also. Now it is not necessarily but it is generally the case that a woman does not touch the great world currents at so many points as a man, and consequently even though she may teach exactly as well or even better, she is not so valuable in the position as he.

Again in many instances—nay, in most instances—there are many duties of supervision which, though not included in the published schedule of duties of a principal, are generally performed by him. There are often repairs to be superintended, supplies to be ordered, plans to be made out. A man in the position does these things without thinking much about the matter, but a woman very often expects some member of the school board to do them for her.

STAND BY THE TEACHER!

NEXT to the sublimity of standing up for the right yourself in the face of opposition, is the grandeur of standing by those who put themselves in the forefront of the battle in all moral contests. The world is a moral battle-field. The steps of every good man lead over fields of conflict, where the principles of right and wrong have been marshaled the one against the other.

Now the school-room is a place where antagonism is often present. Human nature is found in this little miniature world. The teacher must now and then become master or general to lead off, in the moment when wrong and injustice draw the sword against truth and equity.

When such conflict occurs, the pupils become the witnesses, and the moral effect for good or bad is great in respect to the issue. Discipline is the *sine qua non* of a successful school. Different degrees of it will of course become necessary, according to locality and surroundings. As to whether the administration shall be by corporal punishment or by moral suasion will depend on circumstances. But we are quite persuaded that the hue and cry against all corporal pun-

ishment under any and all circumstances, comes of a weak and maudlin sentiment. It would be well, and pleasant to contemplate if we were so near the teachers' and pupils' millennium that nothing would be needed in the way of government save an appeal to the honor of the scholar. But in some localities where the teacher finds himself entering the lists for the campaign, there is no principle of honor worth naming or appealing to. The moral sentiment is very much diluted. In fact, demoralization reigns in the family, and of course in the school. This is not always owing to ignorance or heathenism. Even respectable families have sons, and daughters too, who have never been governed at home, and who, if they fail to receive discipline in school, will fail ever to get it till sorrows and disappointments come again, and their lives have proved well nigh a failure.

The teacher finds himself at times under the necessity of appealing to the rod rather than to the sense of honor of the pupil. The question now recurs, whether, when such an emergency arises, you parents, and especially you directors, will stand manfully by the teacher? If you will do so, probably there will be all the difference in the case of your school, that there is between success and utter failure.

A case in point to illustrate: In one of our public schools, the teacher, who had been the incumbent for five years, had been popular and "successful." He retired for a higher salary, and Mr. A., who had also been successful in another field, was the successor. He understood that he was now going into a good school, and looked for a good degree of discipline. He went on for several weeks thinking that this excellent (?) school would almost govern itself.

What was his increasing disappointment to find that the school was devoid of the true sense of honor for the most part, and that there was no high principle on which he might rely in securing good order and obedience! The girls, foremost, and the boys, some of the wildest of course, openly proclaimed in advance that they would not like the new teacher. He bore with this opposition and wilful disregard patiently for a long time: too long, as he afterwards found. Then an open mutiny arose. For a direct insult, he called a leader among the boys into the recitation room and there punished him with a whip. Then certain other of the "sons of Belial" arose to go to the rescue and defense of their comrade. Chairs and books were used as weapons, but the teacher stood his ground, though obliged to use harsh measures as to the *crania* of one or two of the young belligerents. Meanwhile the assistant had sent for the directors near by who were soon on the ground, and learned the state of the case. One or two of the parents felt aggrieved, and removed their precious offspring from the school because, forsooth, the punishment with the thicker end of a rawhide, though in close quarters, was too severe! But this was of little consequence, as of course the school would be better off without them.

But the main question is, did those directors stand by their teacher?

Had the teacher not been sustained, and if these weak minded parents had carried the day, thus creating a party against him, who does not know that disaster would have followed to that school? Utter demoralization would have resulted, and the doors might as well have been closed for the term. But on the other hand, what is the actual result after three or four weeks resumption? We are glad to answer that good order, subordination, and proper obedience to the constituted authority of the teacher is secured. The mutineers are ashamed of themselves, and the good moral effect of this action of the directors is felt all along the line, and in every school district within twenty miles. Stand by your teacher! especially if he is in the right!

AMATEUR WORK.

THERE is nothing which more disgusts the thoroughly trained professional in any line of work than to witness the performance of an amateur. We do not mean from any ill feeling or from any jealousy, but every well trained workman in any line, mechanical though it be, acquires a certain respect for his work and does not like to see it disrespectfully or carelessly treated.

We remember once hearing a friend of ours who was an actor express his disgust at the way in which some of the newer members of the company had been going through their parts at a rehearsal. On being rebuked by the stage manager, they had excused themselves by saying that of course they should take more pains at the acting of the play but that it was not worth while to take so much pains then as that was only a rehearsal. His disgust arose from the same feeling toward his art as that which forced the old artists to

"Work with greatest care,
Both the seen and unseen parts,
For the gods see everywhere."

It makes even a carpenter impatient to see a man handle a chisel or a screw driver awkwardly, and the physician despises the quack. But what can be more annoying to the professional teacher than to hear the way in which those who have no call for the work, and who seem in fact ashamed to acknowledge that they are engaged in so low an employment, speak of it. This amateurism in teaching has three stages: In the first, the who earns her ability to buy more ornaments by teaching is sometimes known to conceal the fact so carefully from those who are merely her acquaintances, and whose good opinion she wishes to gain, that they never suspect that the brilliantly dressed woman who receives them as callers does anything else but while away her time in those elegant and useless employments, in which such ladies are supposed to excel. This is the extreme case but it is of actual occurrence.

Then there is another stage, when the fashionable lady is willing to teach a few children. Not because she is obliged to do so at all, but she has more time than she knows what

to do with, or she wishes to buy a seal skin sacque. She does not care to teach the children of her friends but would prefer to begin among strangers. She appeals to us because she knows that we shall not consider it at all degrading to her to think of such a thing, and so on. After we have politely, though indignantly, told her what we think of her prospects of success in her new sphere, and bowed her out of the office, there enters the third type.

She comes to apply for a situation as a teacher in the public schools, is in hopes that we can aid her claim by some influence brought to bear in some way, to us inexplicable. Yes, she has fairly made up her mind to be a teacher, but she wishes us to understand distinctly that she never expected to do any such thing, and that it was only by the irresistible pressure of unfortunate circumstances that she was forced into this step, as there seemed to be absolutely nothing else that she could do.

We are not teachers ourselves, it is true, but we do happen to know a good many of them, and we confess that we feel very warmly with them when they express in perhaps somewhat excited terms the contempt which they feel for such amateur work, and the righteous indignation which they express at the insult offered to their calling.

Amateur mechanics, amateur medicine, amateur teaching are fit to go together. Let us, as far as possible, hasten the day when there shall be none of them to do dishonor to the arts which they now degrade.

TEACHERS.

PROF. MILBURN in the Knoxville Chronicle speaks to the point:

"The first essential of a good school is a good teacher. The prevailing idea among the masses is, that it requires but little knowledge to enable one to teach children. This is a fatal mistake, a mistake that has crippled the energies and blighted the hopes of thousands of the youth of the land; that has caused many a heart-ache to parents in the permanent injury of morals and intellect of their children, and much time and toil and money in attempts in after years, under competent instructors, to correct injurious habits of thought, study and practice, which ought never to have been contracted. The practice of employing accidental teachers, with defective scholarship, with no special training for their work, because they can be had for a 'song,' and their pupils are children, cannot be too strongly deprecated. The primary school demands the best teachers, teachers of ability, teachers possessing in an eminent degree a knowledge of the laws of the child's mind, and the qualities of ingenuity and tact, and the adaptation of means to an end. The accidental teacher, the cheap teacher—cheap, because he has poor qualifications; cheap, because he is out of employment; cheap, because he never expended either time or money to acquire an education; cheap, because he can make more to teach at twenty dollars per month than he can at anything else, should

never be allowed to come in competition with experienced and educated teachers. "A poor teacher is dear at any price."

The professor's chair demands better talent than the judicial bench, or the legislative halls. If culture, skill, ability, and a noble, Christian character presided over our schools, there would be less demand for talent at the bar, less demand for legislative and executive ability to prevent and punish crime.

The office of teacher is a responsible position. It should be made a place of honor by being filled only with the worthy. I know, by some the teacher is regarded as belonging to an inferior grade of society; by others it is contemptuously remarked: "He is nothing but a school teacher." But no calling has higher or grander aims; no calling affords a wider field for doing good; no calling can compare in utility, in the influence which it exerts, in the happiness which it can secure, with that of the teacher. It is his to develop mind, to mould character, to implant truth, to watch the buddings of genius, to unfold the beauties of science and art. No calling should be so honorable—as none require so great mental culture and discipline, such moral worth, such purity of character and deportment.

Teaching as a science has no peer, as an art none requires greater knowledge, or more varied mental culture for its successful prosecution."

AN INTELLIGENT CONSTITUENCY.

THE local press of the State begin to realize the necessity of a more intelligent constituency. No one instrumentality contributes so directly and permanently to this result as our public school system.

Just in proportion as we make our schools popular and efficient, do we make a demand for more newspapers and better newspapers.

An intelligent community not only demand reading matter, but they have, by virtue of their intelligence, the ability to pay for it.

More to-day than ever before, are the columns of the local press open to teachers and school officers to show the people who pay the taxes what our teachers are doing, and the necessity for their work as well.

The school law needs to be better understood, and its provisions for the levy and collection of taxes should be carried out to the letter.

Let the non-resident tax-payers be made to pay their full proportion of the school tax, as their property is largely enhanced in value by maintaining good schools.

We hope both teachers and school officers will avail themselves more and more of the facilities thus afforded, to keep the tax-payers well informed on what the schools are doing for their children.

The first inquiry an intelligent man seeking a new home for his family, makes, is in regard to the facilities for educating his children, and that community which sustains the best schools will draw to itself the best class of citizens; hence let the matter of "estimates" for sustaining the schools and paying competent teachers, be fully and freely discussed in the local papers.

"Effort to Analyze the Moral Idea."

Editors Journal:

I CLAIM that in addressing the public it is a merit *not* to use the "technique" of a science and yet be able to make yourself plain in language; especially is this true in metaphysics. The question is not whether I have used the "technique"—the growth of ages—but whether (1st) I have clearly expressed my ideas, and (2nd) whether I have worthy ideas.

Again, the technique of every science is a *coat of mail*, an iron mould to the thinker; and, while of the utmost importance, as the sturdy oak to the acorn, yet must grow old, becoming fit alone for fuel in the intellectual grate. Such has been (in great part) the history of the technique of chemistry.

One sentence used by philosophers of the day will illustrate another reason for not using the technique of philosophy in my short abstract. Some one speaks of the "identity of thinking and willing in their highest activities" as a modern *discovery*. The ordinary reader would conclude that *sameness* was here predicated of thinking and willing. If it were added that Herbart gives the formula of *identity* to be $A = B$, i. e., A is B , one would be induced to believe that the writer intended to say *thinking* is *willing*. If now we add that Hegel in one place speaks of the identity of "*identity and difference*," and we applied Herbart's formula we should have *identity is difference* in certain cases. One would conclude that here was a clear self contradiction. If, at this point we should add that Hegel says something very much like this, viz: Being has to nothing the *double* relation of identity and difference; certainly, in common opinion, that word *identity* (conveying one of the most important ideas of modern philosophy) would present a strange *compound* of opposite uses. Yet, unquestionably, the idea is *one*, and quite clear. Can we express the idea in common language? We will attempt it. Of course, there is no *consciousness* of this identity of thinking and willing, however many states of consciousness there may be *pointing* that way. The *idea* (not the thoughts, ideas, etc., in consciousness; these are but *adumbrations*, if I may be permitted the term, of the *idea*) is a determination (peculiar meaning, not precisely what is meant by the word quality as applied to substance) of the absolute *ego*, the *states* of which *now* phenomenally appear in consciousness as volitions. Again, attempt (I do not say you can), rather *imagine* yourself able, to form the *idea*—universal—represented by the word *animal*; call this state of your absolute *sameness* (not absolute unit, a very different object of thought) A ; in consciousness the appearing would be a concrete object, the *so-called* realization of the *idea*, which we will call B . Now we have identity of thinking and willing in A , not in B . It should be added that really neither absolute *sameness* nor absolute *unity* can be predicated of the absolute *self*, for there is no substantive entity in absolute *idealism*.

Now, the reader may ask how all

this applies to my not using the philosophic technique in my little book; I answer, simply because I do not believe these *dogmas* of modern philosophy while accepting many of the principles giving the *appearance* of life to these very dogmas. I am persuaded that absolute idealism is to true philosophy a city seated on her seven hills claiming universal empire in natural, social, intellectual and moral science, a vicegerency very well adapted to any philosophy through a *dark age*, but equally well adapted to the destruction of *freedom in truth*.

In conclusion, I would add that philosophy seems to me to be the grandest and most comprehensive of the *sciences*, and that *moral philosophy* is the holy of holies of her temple where, on the altar of the human heart, the shekinah of the All Father's glory shines. R. D. ALLEN. FAIRDALE, KY.

REMARKS.—We are gratified to receive from Col. Allen and print any statement on the subject which he has so ably treated in the book which we noticed in our last number. As regards *technique*, we judge that he has misunderstood us to hold that the technique of absolute idealism (whatever that may mean) is the technique to use on all occasions. We did not intend to be so understood. We alluded to the works of Aristotle and Kant as being the sources of the technique in current use among the great writers: the more recent, following Kant; the others following Aristotle. We deprecate any mystic interpretation to our use of the word "*identity*." "Identity of thinking and willing in their highest activities," we spoke of as a modern *discovery*, but did not mean by this to imply that it was a *recent* one—any more recent than the growth of Christian speculation as distinguished from Oriental thinking and the thinking of classic Greece and Rome. Our idea was simply this: While in our limited modes of activity we think one thing and will another, in God's activity there cannot be any such imperfection. God does not grope about to weigh motives, nor does He interpose contrivances in order to govern a world which He has created and still creates from nothing. The world, being constantly dependent on His will for existence, does not furnish any obstacle at which He has to pause and consider.

When God conceives a thought, His thought does not have the imperfection of being a mere subjective notion of His; it is perfect and possesses reality; it is objective existence because it is object of God's cognition. Thus His thinking is creative, and, in creative activity, thinking and willing are one. This is the root idea of Christian Theology; at least, it appears so to one who carefully studies the history of Christian dogmas. We do not think that Col. Allen dissents from this view of the matter. It was the necessary brevity of a book notice which led us to speak in such a way as to make him look for some transcendental meaning in the word *identity*. He applied the word to human thought and will, while we meant by the expression "*highest activities*," to apply it to God's thought and will.

[EDITOR.]

A NEWS LESSON.

CYCLE succeeds cycle, nations rise and fall, great purposes move to accomplishment, while the individual man thinks, eats, sleeps and dies—and herein we see two lives that are lived; one whose sum total is narrow details, every day cares and minor complexities, a life whose presiding genii are patience, duty and judgment; another, broader and higher, sure and steady in its purpose as the throbbing pulse of powerful machinery, full of inquiry, thought and noble action, a life that lives in ages instead of days, the life of human kind.

Never was the latter more vital and inspiring than now, and the tide and stress of its present earnestness should send its strong impulse into the narrow channels of every day duty and individual life, and keep pure the waters that might otherwise accumulate stagnant slime. No life can be quite so patient, so true or so noble, that fails to catch the lofty inspiration of the wider life, and every pupil should in some way be made to appreciate and sympathize with its aims, its purposes and results. But should one portray it to them with the terse force of Carlyle or the imaginative splendor of Burke, it would fail to impress them as a reality.

A knowledge of details and individual facts is necessary before such a general conception can be formed or appreciated, and this the pupils have not yet acquired.

It is not always easy to secure the acquisition of such facts or to induce thought upon a subject so foreign to the daily duties of the school-room. One needs for a text some theme that deals with the passions and acts of men in the larger life beyond the school-room walls. I have been accustomed to find such a text in what I have called a news lesson. The recitation comes but once during the week, generally on Friday. The plan which I have so far pursued, is to write upon the board a list of such topics as I desire the pupils to investigate, at first, being careful that the papers from which information concerning these topics can be obtained, are in the reading room or some place accessible to the pupil. Care should be taken to grade the topics selected to the capacity of the pupils. Editorials and articles discussing abstract principles should not be made the subject of a lesson for those who are children in mental comprehension. At the appointed time the recitation is conducted similar to other recitations, the teacher not only aiming to discover what the pupil has learned, but also to crystallize his thoughts, and show him relations that he has perhaps not discovered. After a time the pupil should select his own topics and collect his information from whatever sources he chooses. The exercise thus becomes more interesting as the topics and manner of looking at them, are each more varied. This manner of con-

ducting the recitation, however, makes greater demands upon the teacher. It necessitates more quickness of comprehension, a more penetrating intellect, to grasp the practical bearing and possibilities of a subject, and a broader basis of facts and principles to illustrate and point the article, and lead the pupil to gather from the subject something of permanent value. It however affords an opportunity of cultivating the pupil's power of selection, as the teacher should criticize very carefully what has been chosen by each pupil as the important items of the week.

There is no science more practical and useful to the pupil than Political Economy, and yet it receives very slight attention in many of our schools. In the news lesson may be found ample opportunity for the practical illustration and inculcation of the important principles of that science. The questions under consideration may be such as have a present interest, and they will consequently acquire a force and reality that they would not have in any other relation.

Our pupils are to be citizens, and as such should early form the habit of weighing, judging and criticising public men and measures. I know of no better means to cultivate this habit than the weekly news lesson. Here the teacher, by his own freedom from prejudice, can beget in them the habit of looking at men and events dispassionately and reasonably, and induce them to form judgments rather than to embrace prejudices.

I have only specified a few aims for which the news lesson may be conducted. There are many others, their number being limited only by the fullness of life, the mental comprehension and breadth of knowledge of the teacher. Every lesson may be made pregnant with thoughts that will secure for the pupil clearer apprehension of some practical principle, or infuse him with some noble enthusiasm.

FAYETTEVILLE, Ark.

SCHOOL SUPERVISION.

WE insist that the following extract is decidedly good:

It has often been said, and with great truthfulness, that "the most important branch of administration, as connected with education, relates to school inspection."

What is needed for all our schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial, and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that after a long life devoted to educational labor, he said: "Take care how you choose your inspectors; they are men whom you ought to look for with lantern in hand."

The great majority of school men to whom by statute the supervision of our schools is confided, by their own acknowledgement discharge this

duty very imperfectly. There are very few men in any community who can afford to devote the time and labor which this service requires.

"A school," says Everett, "is not a clock which you can wind up and then leave to go of itself." Our railroads and factories require some directing, controlling and constantly supervising mind for their highest efficiency, and do not our schools need the same?

How to meet this great want of a proper supervision of our schools is the great problem of the day. The more direct, frequent and constant this supervision is, when wisely and judiciously exerted, the more successful will be the results. Hence the employment of a person possessing the needed qualifications, who shall devote his whole time to one county, is unquestionably the best thing. Next to this, is for several counties to unite in employing such a person, who shall divide his time among them, and be paid proportionately by them according to the time and services rendered.

VALUABLE SUGGESTIONS.

BELOW will be found a form of "estimates," which will be of service to all concerned—parents, teachers, tax-payers and school officers. It comes from the State Superintendent, in response to a request to fill out a blank form of 'estimates,' so that school officers may see what will stand the test of the school law under the new constitution.

To the County Clerk of—Progress County, Missouri:

DEAR SIR—Please find herein an estimate of the amount of funds necessary to sustain the school in Dist. No. 1, Township No. 50, Range No. 10, for the period of six months:

For Teacher's Fund.....	\$150 00
For Building Fund.....	400 00
For Incidental Fund.....	25 00
For District Library.....	20 00
For Interest on Principal of Debt.....	100 00
Total.....	\$695 00
Deducting cash on hand.....	\$100 00
Deducting amount estimated from Public Funds.....	70 00
	170 00

Amount to be levied on the taxable property of the district.....\$525 00

I hereby certify that at the Annual Meeting, on the first Tuesday in April, 1876, it was ordered that School be held for the period of six months, and that the various amounts above specified were appropriated for sustaining and carrying on the same; that a majority vote was given to increase the levy to sixty-five cents on the \$100 valuation, if so much was needed to raise the above amounts for Teachers' and Incidental Funds; that a separate vote was taken for building purposes, and two-thirds of the voters in the district voted in favor of a levy for the above amounts, and the other amounts are needed for valid existing indebtedness and interest on same, which are not restricted by the Constitution to any definite per centum.

JOHN JONES,
District Clerk.

As there is a limit in the Constitution to levies for teachers' wages and incidental expenses, and none for interest or principal of valid existing

indebtedness, I have deemed it to the best interest of the schools to make separate estimates for interest and principal of indebtedness.

Apparatus, furniture, &c., comes properly under incidental fund. See 9th paragraph of Sec. 24, and latter part of Sec. 28, School Law.

Library is ordered in every case by the annual meeting, limited annually. See fifth paragraph of Sec. 4. When so ordered it must come within the limit fixed. I not only have no objection, but will be pleased to enlist all possible aids in diffusing the necessary information for carrying on the system. Yours resp'y,

R. D. SHANNON,
Supt. Pub. Schools.

EDUCATION IN TENNESSEE.

IT has not been a very long time since Tennessee was the second State in the grade of illiteracy. It is now the sixth. This gratifying fact shows that a great work has been done in the State; that the people are becoming more and more concerned in the progress of education; and that we have a large number of earnest, capable and devoted instructors, and a corps of efficient and wide-awake county superintendents, commanded by a live State Superintendent to direct these vast operations. Much has been accomplished, but still only a small beginning compared with the attainments possible in the future. Many of the popular heresies and prejudices about public schools have been eradicated, and as the people see the advantages and benefits of the new scholastic regime, the more willing do they become to contribute to its maintenance. The rapid advancement of educational interests in the last few years, under the stimulus of an enlightened effort and sentiment, is an assuring evidence of a general educational enthusiasm at no very distant day. The public schools are no longer confined to towns and wealthy neighborhoods, but hitherto remote and inaccessible localities are building houses and calling for teachers.

The outlook is gratifying, and the bursting promises of the future are most encouraging to the friends of the glorious cause. May the day not be far distant, when the Tennessean, like the old Roman to his eternal city, may point with the most exultant pride to the educational establishments of his State as her hope, glory, mainstay and defence, the greatest and brightest jewel in the coronal of her achievements.

TRAINED TEACHERS.

THE good results following all the operations of our system of Public Schools, within the short time the school law has been in force, is certainly encouraging to the friends of education; yet many improvements are necessary to bring the public schools up to the desired standard. How to bring this question before the minds of the people so that they may be impressed with the necessity of these improvements, is the practical question demanding the attention of those having charge of the educational interests of the State.

We must have better methods of teaching in the public schools. To insure better teaching, the instructors in these schools should have professional training, such as is given in the best Normal Schools. This, however, cannot be expected at present, nor indeed for many years to come, even if the schools in different parts of the State giving Normal instruction meet the highest expectations entertained of them. To meet the demand for better trained teachers, none except thoroughly live, earnest, zealous teachers should be employed; teachers who read educational journals, attend institutes, and use every opportunity to improve themselves, and who intend to follow the profession permanently.

But some one may ask: Where can we find teachers equal to the task imposed, when such a high standard of qualification is demanded? The means of supplying the schools with such a corps of teachers is easily found. Employ none but those who are thoroughly competent, give them the encouragement they deserve, and their services can be retained. On the other hand, let the suicidal policy which has prevailed heretofore be continued, and the same result will inevitably follow. Cheap teachers are the dearest in the end. Poor schools are our worst enemies, and do us more harm than the outspoken opponents of free schools. Teaching school means something, and those who follow the profession for the bread and butter which it affords, are not the men and women who give tone and dignity to the calling.

Trained teachers, teachers in the true sense of the word, are wanted in our schools.

P. H. W.

POWELL'S STATION, KNOX COUNTY, TENN.

THE CARE OF THE EYES.

SEEING that everybody has eyes, and that nearly every one misuses or overtasks them, the man who is able to give us practical and reliable information as to their care and preservation deserves to rank among the public benefactors of the race. Such an one is Dr. D. F. Lincoln, the secretary of the American Social Science Association, who recently laid down some valuable rules for our instruction, in a paper which he read before that body. The suggestions that he puts forth are so judicious, and the evils which he seeks to counteract are so widespread, that we feel we shall render a service to our readers by singling out some of the more prominent and least generally observed of his counsels, and by directing attention to them. It may not be possible for all of us to follow his directions implicitly. There are some branches of industry in which the conditions that Dr. Lincoln deems essential to the well-being of this useful bodily organ are not under control; but there are a wide range of occupations to which this difficulty does not apply, and by the exercise of a little forethought and some common sense, it is within the power of nearly every one to avert serious injuries to vision, which once sustained can scarcely ever be entirely remedied.

The following general rules laid down by Dr. Lincoln, he insists should always be observed by persons when writing, reading, drawing, sewing, etc. We should take care, he says, that the room in which either of these pursuits are engaged in is comfortably cool, that the feet are warm, and that there is nothing tight about the neck. The reason for this injunction is a simple one: to prevent an excessive tendency of blood to the head and the congestion of the delicate ducts of the eye, which is consequent thereupon. These precautions being observed he goes on to say further: Take care that there is plenty of light but not so much as to dazzle the eyes; that the sun does not shine directly on the object we are at work upon; that the light does not come from the front, but from over the left shoulder if possible; that the head be not much bent over the work; and that, in reading, the page be held nearly perpendicular to the line of sight.

MEN and women who believe in schools and churches—who believe in progress, who believe in building individual and national character on intelligence, integrity and virtue, subscribe for, read, and pay for, and circulate this JOURNAL OF EDUCATION.

BOOK NOTICES.

MAGNETISM AND ELECTRICITY. By Frederick Guthrie, Professor of Physics at the Royal School of Mines. For sale by Book and News Co.

We have here another of "Putnam's Advanced Science Series," containing some three hundred illustrations, and based upon the notes of lectures given by Prof. Guthrie during the last six years, to the mining students and others, so that the work is in the broadest sense popular. The author has avoided as far as possible mere technical terms, and the illustrations are of such a character as to show the application of principles of magnetism and electricity. We take pleasure in commending this series of books, because they enable any one interested, to illustrate some of the most valuable and curious facts in natural science.

THE AMERICAN CYCLOPEDIA: A Popular Dictionary of General Knowledge. Edited by George Ripley and Charles A. Dana. New York: D. Appleton & Co., 1875. Vol. XIII.: Palestine—Printing. Vol. XIV.: Prior—Shoe. Sold by Chambers & Co., 305 Locust Street, St. Louis.

It is always a treat to look over the pages of a new volume of this great work. As it is to contain only sixteen volumes in all, it will be observed that it rapidly approaches completion, and that by summer the entire work will be in the hands of its subscribers. We will briefly call attention to some of the features of the two volumes named above. The thirteenth volume opens with an article on Palestine, prefaced by a fine map showing the basin of the Dead Sea, and the coast line of the Mediterranean from Beirut to Gaza. The articles on Palm, Palm-oil, and Panama are interesting; those next following, on the Papal States and Paper, contain much valuable information. The article on Paris contains sixteen pages,

and is illustrated with woodcuts of the Madeleine, Notre Dame, the New Opera House (opened Jan., 1875), the Bourse, View of the Seven Bridges on the Seine, the Tuilleries and Louvre, together with a map of the city and its environs, showing its successive enlargements in the time of Louis VII., Philip Augustus, Louis XIV., and Louis XVI. A dweller in one of our Western cities will be surprised to learn that although its population is two millions of people, its area is only twenty-eight square miles, being less than that of Chicago or of St. Louis. In 1784 it held a half million of people on an area of 14 miles. One square mile contained the famous Paris of the time of the Crusades, and in the time of Julius Cæsar its area was thirty-seven acres. It is a matter of educational interest to read that of the population over six years of age, 175,510 were unable to read and write, and of this number 135,489 were over the age of 20 years. The article Park takes up thirteen pages, and gives pictured views of Windsor Park and Fontainebleau, Plans of the Bois de Boulogne, Victoria Park, Hyde Park and Kensington Gardens, Birkenhead Park, Central Park (New York), and Prospect Park (Brooklyn). The article on Parliamentary Law is an excellent digest, and is worth the price of the volume to any one of our ambitious young statesmen. The article on Pauperism occupies ten pages, and is written by Mr. F. B. Sanborn, the distinguished Secretary of the American Social Science Association. Seventeen pages are devoted to Pennsylvania. The article on Persia, of fourteen pages, is illustrated by a fine map of Modern Persia, Afghanistan and Beluchistan. Philadelphia has fifteen pages devoted to it, and is embellished by cuts of the University of Pennsylvania, Girard College, Ledger Building, Masonic Temple, Independence Hall, New City Hall, The Centennial Exhibition Grounds and Buildings.

The article on Philosophy, containing twenty pages, is a model of condensed statement and comprehensive generalization. Other articles on the *Plough* (illustrated), *Plant* (with a fine chart showing the plant distribution of the globe) *Physiology*, *Phylloxera*, or grape lice, (by Prof. C. V. Riley the State Entomologist of Missouri), *Postage Stamps*, (fully illustrated), *Potato and Potato-bug*, (also by Prof. Riley), *Parallax*, *Planet*, *Precession*, (these three articles by the distinguished astronomer Proctor). Political Economy deserves particular notice, but space forbids a detailed consideration here.

The fourteenth volume contains an article on Prisons and Prison Discipline, fourteen pages in length, by Eaton S. Drone, the most noted American specialist in this department. The article on Protoplasm is written by the renowned Professor Haeckel, whose original contributions and discoveries in this department are so well known. Under the title *Pulse*, an account (with cuts) is given of the Sphygmograph or Automatic Pulse-register, which has proved so useful of late in the study of acute diseases. The various *Pumps* are illustrated and described. The article on *Pyramid* gives important statistics. The article on *Railroad* is illustrated by a map showing the profile view of the Pacific Railroad from the Missouri River across the Black Hill Range, the Rocky, Sierra Nevada Mountains, &c., to the Sacramento River. The cost of the Union Pacific Railroad is given at \$112,259,360. It seems that the narrow gauge railroad is to be the railroad of the future; 2,025 miles of narrow gauge rail-

way were in operation in the United States in January, 1875, 511 miles more under construction, and 6,000 miles projected. The article on *Rain* is illustrated by an excellent chart, and a tablet its close shows the relative rain-fall by decades for the several sections of the United States.

This volume is unusually rich in religious articles: Reformation, Reformed Church, Religious Orders, Roman Catholic Church (by Archbishop Kenrick, late of Baltimore) are among this number. Rome has seventeen pages devoted to it, and is illustrated by plans of its hills and streets, maps of its vicinity, a fine colored map of the Roman Empire, wood cuts of the Arches of Constantine and Titus, the Forum and Column of Trajan, the Corso, Farnese Palace, Bridge and Castle of St. Angelo, St. Peter's Church and the Vatican Palace. Twenty-two pages are given to Russia (with map). The article on St. Louis is illustrated by a view of the Four Courts, and was written by J. W. Hawes, who contributes also "Providence" and "Quebec" to the same volume. The article on Salt is full and copious, and was contributed by Prof. Peckham of the University of Minnesota. San Francisco is described by John S. Hittell. The article on Sanskrit is contributed by Prof. W. D. Whitney of Yale College. Prof. Proctor adds Saturn to his extended list of astronomical titles. The biographies of Schelling, Schleiermacher, and Schopenhauer, will interest the lovers of Philosophy.

The lovers of Art will read the excellent articles on Sculpture, Quatremere de Quincy and Raphael. William Shakespeare is written up by Richard Grant White, who devotes ten pages to the subject. Lovers of music will read with interest the accounts of Rubenstein, Schubert, and Schumann (written by F. C. Bowman), and also that of Rossini.

C. V. Riley (whose biography is given in this volume) contributes an article on the Rocky Mountain Locust, which will greatly interest our readers in Western Missouri and Kansas. Prof. F. V. Hayden of the United States Geological Survey contributes the article on the Rocky Mountains. Julius Bing writes of Schiller. The history of the invention of the rifle is given by Gen. W. B. Franklin, Superintendent of Colt's Firearms Manufactory at Hartford, Conn. The biography of William Tecumseh Sherman is written by A. H. Guernsey.

ILLUSTRATED SCHOOL HISTORY OF THE WORLD, from the Earliest Ages to the Present Time, accompanied with Eighteen Colored Maps, and numerous Engravings. By J. D. Quackenboss, A. M., M. D. 12mo. 473 pages. Price \$1 75.

The author of this valuable work is already widely and favorably known, by both teachers and students. He has given us in this volume a book, comprehensive in scope, yet simple in style and condensed within moderate limits.

The skeleton has been clothed upon so that we have something more than a mere compendium of names and dates.

We have brilliant and concise accounts of the domestic life and literature of the people. Instead of following one nation separately from its rise to its fall, for a certain fixed and arbitrary period of time, and then passing to another, the author has aimed at a synchronistic arrangement presenting great events which changed the face of epochs, in their chronological order, each in connection with the nation that was a prominent actor in it, and in this way the student gets a clear idea of the essential elements which enter into the growth and development of any peo-

ple, or contribute to their overthrow and decay.

Great pains seem to have been taken to insure accuracy in the statement of facts. Maps and pictorial illustrations also add much to the value of the book, and the type, paper and binding, are all first-class in every respect.

Copies are sent to teachers for examination, on application to the publishers, at the usual reduced rates.

Official Department.

BY R. D. SHANNON.

In this department I propose to interpret the whole school law of Missouri. These brief decisions and instructions will be amplified upon request.

OFFICIAL DECISIONS AND OPINIONS.

Question.—If there was any irregularity in the formation of sub-districts, or the change of boundary lines, before the adoption of the law of 1874, can that irregularity be corrected now?

Answer.—If such sub-districts existed, *de facto*, and exercised the powers and privileges of sub-districts, without question, by interested parties, at the time of the adoption of the present law, the question as to the regularity or legality of the methods by which they were formed can not now be opened, since the law of 1874 established all such *recognized sub-districts* into districts. See Sec. 1.

Question.—Is it necessary to post notices of the time and place of holding the annual meeting on the first Tuesday of April.

Answer.—The law does not require the posting of notices, unless there should be no school-house in the district. In such case notices must be conspicuously posted in five public places. The law itself, fixing date and place, is sufficient notice for every district in which there is a school house. Sec. 3 and 89. But it is advisable to post notices.

This answer does not apply to the annual September election for directors, under the act of 1870, for "cities, towns and villages." See section 8 of said act, and section 37 of the school law, as amended in 1875.

Question.—What votes, at the annual meeting of districts, should be by ballot?

Answer.—The law only requires the vote for directors, Sec. 4, and the vote for loan, Sec. 16, to be by ballot. But it will frequently be found to be not inconvenient to vote on nearly all the matters embraced in Sec. 4 by ballot; and it is certainly politic and best to vote for County Commissioner in this manner, for the same reasons that require a ballot for directors.

Question.—What propositions require a two-thirds, and what a majority vote?

Answer.—A change of location of school house site, Sec. 4, and the increase of the rate of taxation above 40 cents on the \$100 (such increase over 65 cents being exclusively for building purposes—Art. X., Sec. 11, of the New Constitution) are the only subjects requiring a two-thirds vote, by those "voting at such election." The aggregate indebtedness, for all purposes, is limited to five per cent, including past indebtedness, by the New Constitution.

The 40 cents levy, mentioned above, is exclusively for teachers' wages and incidental expenses. This can be increased to 65 cents by a majority of the *tax-payers who vote* at the annual meeting. Mark the distinction—this majority vote has reference to the tax-payers voting; while the two-thirds vote mentioned above is of the legally qualified voters voting—whether they are tax-payers or not.

All other propositions are carried by a majority of all the legally qualified voters who are present and vote.

Question.—What changes does the New Constitution make in the School Law?

Answer.—Only those in reference to taxation, embraced in the foregoing answer, and the change of the school age from between five and twenty-one to between six and twenty.

JEFFERSON CITY, Mo., Feb. 20, 1876.

Special Notices.

South Normal Academy and Business Institute.

The undersigned propose opening a Normal School in Jonesboro, Washington County, Tenn., on the 26th day of June, 1876, for the special training of teachers. Regular classes will be formed so that teachers may enter at any time, and join any or all the classes. The first term will consist of from six to ten weeks. Tuition one dollar per week. Special attention will be given to the branches required by the school law, and classes will also be formed in Theory and Practice Teaching. A teacher has been selected for this department who has had large experience in such schools.

Boarding can be secured at reasonable rates.

Particulars will be given hereafter.

ACADEMIC DEPARTMENT.

It is proposed also to open an Academic School on the 4th of September, 1876, for the benefit of Jonesboro and surrounding country. The object of this school will be the preparation of boys and girls for the practical duties of life, as well as for college and the higher institutions of learning. Primary, Intermediate and Higher Departments will be organized, into either or all which pupils from the public schools will be admitted, on satisfactory arrangements being made with the public school officers.

As regards board, tuition or other items of expense for this department, we shall speak in a circular address.

COMMERCIAL SCHOOL.

About the 1st of November a Commercial School will be opened for the benefit of those who wish to prepare themselves for special departments of business. The usual business course will be adopted. We shall be able to offer great inducements to those who wish to obtain a business education. In addition to the commercial course proper, pupils will be instructed in German, French and Spanish. These are optional studies and will be taught in private classes. Details will be given at the proper time.

These schools, though separate and distinct, will be so organized as to mutually strengthen and support each other. We believe there is an inviting field now open for such an enterprise. We enter the field and propose to do the best we can for ourselves and for those who support us.

EDWARD WISE,
H. PRESNELL.

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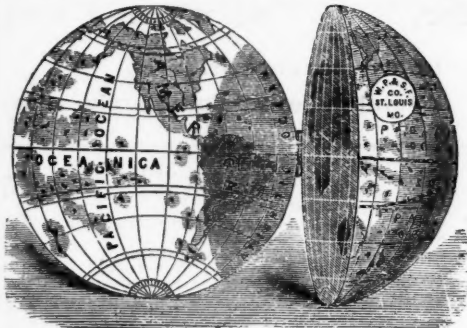
WANTED.—A situation, either as Principal or Professor in some Collegiate School, or College, by a graduate of an Eastern College and a teacher of long and successful experience. The best of references will be furnished.

Address, A. M.,
Care of this journal.

923-4-5.

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For the Library and Home Circle. No school is complete without a **GLOBE**, and they are furnished now at such **CHEAP RATES**, and are so essential, that **NO SCHOOL** should be without one a **SINGLE DAY**. We present cuts of several varieties, prices ranging from \$1 25 to \$35. **THE STORY** about them will be found below:



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Among the advantages which these globes present are the following, viz:

1st. Outlines of natural and political divisions are distinctly given. 2d. Ocean currents are represented. 3d. Parts representing water are colored blue, which, besides making a better looking globe prevents their showing signs of wear, even after long use. The above globes are made of paper mache, and are covered with a composition that cannot be dented or broken. They are also impervious to water, and when soiled may be cleaned with a damp cloth or sponge. By a new invention, a light metal horizon has been substituted for the old style of wood, so that these globes, as they are now manufactured, are vastly superior to any in America.

NEW MOUNTINGS.—The meridian is stationary, and the globe moves in it to elevate and depress the poles. The horizon may be removed, and the globe shown with the least possible frame-work to confuse the pupil. The horizon may also be used for a Day Circle to illustrate the changes of the seasons, varying length of day and night, &c. The entire arrangement favors the natural method of teaching.

CHEAPNESS.—Though made with the strongest balls, the latest maps, and the most convenient and best finished mountings, they are sold as low and in most cases lower than the oldest and poorest globes made.

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No. 1 B, 12-inch, brass, round stand, Iron Horizon, like Cut No. 2, \$30 00.

No. 1 C, 12-inch, wood, round stand, Iron Horizon, like Cut No. 2, \$25. No. 1 D, 8-inch, Tripod Stand, Iron Horizon, like Cut No. 1 or 5, \$15. No. 1, 8-inch, metal round stand, Iron Horizon, like Cut No. 2, \$12. No. 2, wood round stand, Iron Horizon, see Cut No. 2, \$11. No. 3, wood round stand, Iron Horizon, like Cut No. 3, \$8. No. 3 A, 6-inch, wood round stand, like Cut No. 3, \$5. No. 4, 5-inch, wood round stand, see Cut No. 3, \$2 25. No. 5, 3-inch, wood round stand, like Cut No. 3, \$1 25. No. 6, 5-inch hemisphere, see Cut No. 4, \$2 25. No. 7, 3-inch, hemisphere, like Cut No. 4, \$1 25. "How to Use Globes"—In the School and Family, 35c. "Teachers' Guide to Illustration"—Showing how to use Holbrook's Globes and School Apparatus, \$1.

Address with stamp for reply, **J. B. MERWIN,** Dealer in school supplies of all kinds, No. 11 N. Seventh St., next to Polytechnic, St. Louis, Mo.



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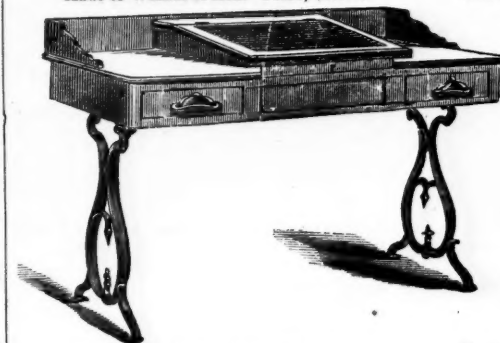
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